

## HISTORY 317/ JS 317. HOLOCAUST AND GENOCIDE

SPRING 2007

W 4:10-6:55, HSS 317

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### COURSE DESCRIPTION

In this course we will focus on histories of genocide in the twentieth century and grapple with problems of defining "genocide." How and when do processes of mass murder begin? What are the first signs? How do they develop? Can they be prevented in the future? The international community's outcry "Never again!" after the horrors of the Holocaust proved to be an empty phrase; genocidal events continue into the twenty-first century. How are populations stigmatized in terms of race, ethnicity/ religion, gender, and class? What forms of resistance have been effective in rescue and survival?

We will explore historical, socioeconomic, and psychological causal agents and discuss critical essays, literary eyewitness accounts, audio- and videotaped testimonies, (documentary) films, and presentations by guest speakers. You will become familiar with genocidal events, affecting Africans (such as the Hereros, Rwandans, and Darfurians), Armenians, Ukrainians, Jews, Sinti and Roma, Cambodians, and Bosnians, among many others. We will pay attention to individual voices as well as to the complexity and diversity of victims and survivors whose ethnic, racial, and religious origins, gender, social class, and age, among other categories, must be considered in the process of dehumanization and mass murder.

Course assignments include weekly readings, class discussions, a midterm, an oral presentation and a research paper on videotaped testimony.

GE CREDIT: Hist/JS 317 counts for General Education credit in certain Segment III clusters (please consult your adviser).

### REQUIRED TEXTS

Samuel Totten, William S. Parsons, Israel W. Charny, eds. *Century of Genocide: Critical Essays and Eyewitness Accounts*, 2<sup>nd</sup> ed. Routledge: New York, 2004. [**Totten**]

Donald L. Niewyk, *The Holocaust*, ed. 3<sup>rd</sup> ed. Houghton Mifflin: Boston 2003. [**Niewyk**]

Kluger, Ruth. *Still Alive: A Holocaust Girlhood Remembered*. City University of New York: Feminist Press, 2001. [**Kluger**]

Zimering, Sabina S. *Hiding in the Open: A Holocaust Memoir*. 2<sup>nd</sup> ed. St. Cloud, MN: North Star Press of St. Cloud, 2001. [**Zimering**]

Articles in Reserve Book Room [**RBR**] and on electronic reserve [**e-res**]

Electronic resources

Videotaped survivor testimony (see below)

Films "The Killing Fields" and "Hotel Rwanda" in Media Access Center [**MAC**]

## COURSE REQUIREMENTS AND GRADING

Key requirements for this course are your consistent preparations and active participation in class; your co-facilitation of class discussions based on weekly readings; and your thoughtful analysis of survivor testimony. You will be asked to formulate your responses to literary texts and audiovisual resources in class, in a written midterm exam, in an oral presentation, and in a final research paper based on an oral history (no final exam). I expect you to demonstrate that you have completed the weekly assignment and are prepared to discuss it. Group work, small and large group discussions, quizzes, games, and writing assignments are designed to facilitate your learning process and our dialogues in class. Your attendance is important in a 3-hour class and will be taken into account as part of your grade for participation and preparation.

Preparation, attendance, participation in class discussions and assignments	30%
Group co-facilitation (1 session) (graded as a group)	10%
In-class written midterm exam	20%
Oral presentation of videotaped testimony (excerpt; 5-10 minutes)	10%
Final research papers (undergrad. 8-10 pp., grad. 13-15 pp.)	30%
Extra Credit writing assignments (see below)	up to 10%

## ORAL PRESENTATION OF VIDEOTAPED TESTIMONY

Working in partnership with the Bay Area Holocaust Oral History Project (BAHOHP) based in San Mateo, BAHOHP will loan you a copy of their videotaped testimonies (usually about two to four hours long). After you have watched the tape several times, choose one part or a couple of short sequences, five to ten minutes long (not longer), that stand out to you, e.g. as striking, contradictory, decisive, or puzzling. Transcribe this passage with the time codes. Make a reservation for using the video duplicator machine in the Media Access Center (4<sup>th</sup> floor of the library), bring your own blank VHS tape, and duplicate your excerpt(s) onto your new tape. Put the interviewee's name on the label. **Sign up for a session to present your video in class between March 21 and May 16**, briefly explaining what you learned about the Holocaust from this testifier's experience and why you chose this particular piece. After your presentation, please hand in your videotape along with the completed **Summary Form of Video Excerpt** (<http://www.bahohp.org/resources/indexers.htm>) and transcript as hard copies to me and e-mail the form and transcript to [info@bahohp.org](mailto:info@bahohp.org). Your tape, form, and transcript will become part of the collection at the Bay Area Holocaust Oral History Project and may be used for educational purposes in the future.

## FINAL RESEARCH PAPER

This assignment provides the opportunity to study a videotaped Holocaust testimony in depth. Your paper aims to help you develop skills in analyzing primary sources. Complete Bay Area Holocaust Oral History Project's **Interview Indexing Form, Summary and Impressions Form, and Interview Feedback Form** (<http://www.bahohp.org/resources/indexers.htm>). **E-mail all three forms to [info@bahohp.org](mailto:info@bahohp.org) and turn them in to me as hard copies by April 4, 2007.**

You will need to view the videotape several times, exploring its meanings on different levels. Presented as a raw document, in the first part of your paper you may want to re-organize the testifier's narrative into a chronological story. As an individual historical account, you will then research and interpret the contextual framework and situate the testifier's experience in place and time, and consider analytical categories, such as ethnicity/religion, gender, and class. Also, pay attention to the tone, nonverbal cues, pauses, turns, omissions in the testimony as well as to the relationship between interviewee and interviewer(s).

What do you interpret as the main themes in this testifier's life? Did you find a *leitmotif*? Discuss your analysis. Your final paper should thoughtfully reflect on individual and collective history. Undergraduate students are expected to write 8-10 pages, graduate students 13-15 pages, double-spaced with 12 point font, including your bibliography (single-spaced). **Final papers are due as hard copies in class, May 16.**

### EXTRA CREDIT

You may choose to write out answers to general questions on that week's readings. I accept your writing any week for that week's assignment before our class session on Wednesday. It may not be handed in later. Your typed answers are counted as extra credit and will be graded on their quality and quantity, benefiting your final grade (up to 2% of the course grade for each additional written response to questions; 10% maximum).

### GROUP WORK

I suggest that you team up with classmates to support one another in studying the challenging course content. By the end of the first class I will ask you to find partners for a small group (3-4 participants) with whom you will work throughout the semester. Each group will have time for reflection on the assignment during class sessions. Also, each group will prepare and facilitate discussion of one weekly assignment. This means coming to class with questions and/or activities designed to stimulate dialogue on the readings. Co-facilitation groups will be assigned to specific topics during the second class session. Groups are required to e-mail their suggestions for questions for the weekly assignment **at the latest by noon, on the Monday before their Wednesday session**, to Marion, who will forward them to all students on the same day.

### GUIDED QUESTIONS FOR READINGS

General guiding questions for weekly assignments are such as:

- What historical knowledge did you gain in this week's readings?
- What details did you learn from eyewitness accounts?
- What was surprising to you?
- What did you find particularly moving and/or disturbing?
- What evidence was used for conclusions, and were you convinced by it/them?
- What do you consider "genocidal," if anything, about this week's subject?

## **ABSENCES AND MAKEUP WORK**

If you are unable to complete any of the assignments or are unable to come to class on any given day, I expect you to notify me ahead of time by e-mail, phone, or in writing (written notes may be placed in my mailbox in the History Department, Science 276). Otherwise, I will not accept work turned in late. Makeup work will only be allowed in the case of illness, family emergency or university-excused absences. Please arrange this with me in advance if possible. You may be required to provide proof of your reason of absence (e.g. physician's note) and are responsible for approaching me to make up any work, which you have missed.

## **WITHDRAWAL AND INCOMPLETE COURSEWORK**

Like makeup work, withdrawal procedures are your responsibility. Please contact me as early as possible if problems arise. Any work not handed in by due date(s) (as listed on syllabus) is considered uncompleted work. Your course grade is determined by your completed work minus your uncompleted work. No instructor-initiated Incomplete is issued. An emergency-only Incomplete must be requested, and completed within one year. If not, your grade is assigned for completed minus uncompleted work. To make up an Incomplete, please deliver a "Change of Grade" form, completed assignment, and stamped self-addressed envelope to the History Department for mailing to the instructor.

## **DISABILITY SERVICES**

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor at the beginning of the semester. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. The Disability Programs and Resource Center, located in Student Services Building 110, can be reached by telephone at (415) 338-2724 (voice/TTY), Fax: (415) 338-1041, or by e-mail at [dprc@sfsu.edu](mailto:dprc@sfsu.edu).

## **SCHOLASTIC HONESTY**

Be aware that your work for this course should conform to University policies concerning scholastic honesty. Scholastic dishonesty will result in either an "F" for the assignment or an "F" for the course. It includes, but is not limited to, cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers for more than one course without prior consent of all instructors concerned, sabotaging another's work, and unauthorized collaboration (such as substantial rewriting of an essay by another) on assignments or exams.

## **A FINAL NOTE**

If you do not understand something related to the course content, purpose or organization, now or anytime during the semester, **please ask!** It is far better to clarify a point in time. If you have problems with any aspect of the course, please come to my office hour or arrange to talk with me at another time. I look forward to learning with you!

## COURSE OUTLINE: ASSIGNMENTS LISTED ON DATE DUE

Date	Focus	Assignment due date
Week 1 January 24, 2007	Introduction to the course and participants  Definitions of "genocide"	<a href="http://www.preventgenocide.org/genocide/officialtext.htm">http://www.preventgenocide.org/genocide/officialtext.htm</a> <a href="http://www.unhchr.ch/html/menu3/b/p_genoci.htm">http://www.unhchr.ch/html/menu3/b/p_genoci.htm</a> <a href="http://www.gendercide.org">http://www.gendercide.org</a> <b>Study groups formed</b>
Week 2 January 31	<b>Part I: Worldwide Genocides</b> Colonialism: Africa The Genocide of the Hereros  Connections between the Holocaust and other genocides	Totten, Preface and Introduction, pp. xi-13; chapter 1, pp. 15-51; <a href="http://www.preventgenocide.org/edu/pastgenocides/swafrika/resources/">http://www.preventgenocide.org/edu/pastgenocides/swafrika/resources/</a> <a href="http://www.preventgenocide.org/edu/links/">http://www.preventgenocide.org/edu/links/</a> <a href="http://www.chgs.umn.edu/">http://www.chgs.umn.edu/</a> <a href="http://www.yale.edu/gsp/">http://www.yale.edu/gsp/</a> <b>Facilitation groups assigned</b>
Week 3 February 7	Nationalism: The Armenian Genocide Genocide in Iraqi Kurdistan  Film: "I Will Not Be Sad In This World"	Totten, chapter 2, pp. 53-90; chapter 12, pp. 374-393 <a href="http://www.twentyvoices.com/">http://www.twentyvoices.com/</a> <a href="http://www.theforgotten.org">http://www.theforgotten.org</a> <a href="http://www.ctv.ca/generic/WebSpecials/armenian_genocide/ninety.html">http://www.ctv.ca/generic/WebSpecials/armenian_genocide/ninety.html</a>
Week 4 February 14	Class warfare: Stalinism Soviet Man-Made Famine in Ukraine <i>Guest Speaker:</i> Dr. Anne Grenn Saldinger, Director, Bay Area Holocaust Oral History Project	Totten, chapter 3, pp. 93-124; Kluger, 15-60 (Vienna) <a href="http://www.faminegenocide.com/">http://www.faminegenocide.com/</a> <a href="http://www.bahohp.org">http://www.bahohp.org</a> <b>Videotapes assigned</b>
Week 5 February 21	Nation and Party: Khmer Rouge The Cambodian Genocide Documentary: "S21: The Khmer Rouge Killing Machine"	Totten, chapter 11, pp. 339-373; Kluger, 60-131 (The Camps)  Film "The Killing Fields"[MAC]
Week 6 February 28	The Indonesian Massacres Genocide in Bangladesh Genocide in East Timor Documentary: "Massacre: The Story of East Timor"	Totten, chapter 7, pp. 233-260; chapter 8, pp. 263-293; chapter 9, pp. 295-319 ; articles [e-res] <a href="http://www.etan.org/">http://www.etan.org/</a>
Week 7 March 7	Genocide in Bosnia and Herzegovina Genocide in Kosovo? <i>Guest Speaker:</i> Fehim, Survivor of the Bosnian Genocide	Totten, chapter 14, pp. 415-447; chapter 15, pp. 449-454; articles [e-res]
Week 8 March 14	The Burundi Genocide The Rwandan Genocide Genocide in Darfur Documentary: "Darfur Diaries"	Totten, chapter 10, pp. 321-337 chapter 13, pp. 395-412; articles [e-res] <a href="http://www.visiontv.ca/RememberRwanda/main_pf.htm">http://www.visiontv.ca/RememberRwanda/main_pf.htm</a> Film "Hotel Rwanda" [MAC]
Week 9 March 21	<b>Part II: The Holocaust</b> Origins: Antisemitism, Racism, War  Nazi victims: the Disabled	Niewyk, Preface, Introduction, chapter 1, pp. ix-55; Totten, chapter 6, pp. 205-30; Henry Friedlander, pp. 145-164 [e-res] <a href="http://www.historyplace.com/worldwar2/holocaust/">http://www.historyplace.com/worldwar2/holocaust/</a> (Holocaust Timeline,

Date	Focus	Assignment due date
		1933-1945) <a href="http://www1.yadvashem.org/about_holocaust/documents/part1/doc5.html">http://www1.yadvashem.org/about_holocaust/documents/part1/doc5.html</a> ! (Hitler on Jews, 1928) <b>Oral presentations</b>
Week 10 March 28	Nazi victims: Jews and Sinti and Roma (so-called Gypsies)  The Split Between Gender and the Holocaust	Niewyk, chapter 3 (Holocaust Experience), pp. 105-136; Totten, chapter 5 (Gypsies), 161-202; Joan Ringelheim in Ofer et. al., pp. 340-350 [RBR]; Sybil Milton, pp. 53-75 [e-res] <b>Oral presentations</b>
Week 11 April 4	<b>Written midterm examination</b> (covers classes and readings January 24-March 28)	Zimring, pp. 3-112 <b>Oral History Interview Forms due</b> <a href="http://www.bahohp.org/resources/indexers.htm">http://www.bahohp.org/resources/indexers.htm</a>
Week 12 April 11	<b>Spring break</b>	<b>No class meeting</b>
Week 13 April 18	Discussion of Zimring's memoir  <i>Guest speaker:</i> Holocaust survivor	Totten, chapter 4, pp. 127-159; Zimring, pp. 113-225 <a href="http://www.historyplace.com/worldwar2/holocaust/h-posen.htm">http://www.historyplace.com/worldwar2/holocaust/h-posen.htm</a> (Himmler speech, 1943)
Week 14 April 25	Nazi victims: Communists and Homosexuals (Lesbians and Gays)	Renée Poznanski in Ofer et.al., pp. 234-252 [RBR]; Claudia Schoppmann, pp. 1-40 [RBR]; Geoffrey Giles, pp. 233-255 [e-res]; Amy Elman, pp. 9-17 [e-res]; Kluger, pp. 133-170 (Germany) <b>Oral presentations</b>
Week 15 May 2	Perpetrators and Bystander Reactions	Niewyk, chapter 2, pp. 57-103; chapter 5, pp. 179-231; Kluger, pp. 171-202 (New York) <b>Oral presentations</b>
Week 16 May 9	Discussion of Kluger's memoir Resisters and Rescuers Documentary: "Weapons of the Spirit"	Niewyk, chapter 4, pp. 139-176; chapter 6, pp. 233-274; Kluger, pp. 203-214 (Epilogue); articles [e-res] <a href="http://www1.yadvashem.org/about_holocaust/documents/part2/doc111.html">http://www1.yadvashem.org/about_holocaust/documents/part2/doc111.html</a> (Ringelblum on female resisters, 1942) <a href="http://www1.yadvashem.org/about_holocaust/documents/part2/doc145.html">http://www1.yadvashem.org/about_holocaust/documents/part2/doc145.html</a> (Anielewicz on Warsaw ghetto uprising, 1943)
Week 17 May 16	Prevention and Intervention: Responding to genocide in the 21 <sup>st</sup> century Final reflections	Totten, chapter 16, pp. 455-468; chapter 17, pp. 469-490 <b>Oral presentations</b> <b>Final research papers due</b>
Week 18 May 23	<b>Finals Week</b>	<b>No Final Exam!</b>